

	WEEK 1 8/1/24	WEEK 2 15/1/24	WEEK 3 22/1/24	WEEK 4 29/1/24	WEEK 5 5/2/24	WEEK 6 12/2/24
<b>Events</b>						
<b>CL</b>	<b>3-4 Year Olds (DM)</b> Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns			<b>Children in Reception (DM)</b> Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
	<b>Rhymes:</b> The wheels on the bus London Bridge is falling down					
	<b>Vocabulary:</b> full, important, mess, handsome, silliest, lonely, powerful, cosy tucked, up, tall, London, buildings, traffic, bus stop, passengers, garden, pond, reflection, hook, winch					
	<b>Stories:</b> On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the Bus by Patricia Cleveland Peck The train ride by June Crebbin The Very Hungry Caterpillar Mr Panda's Feelings					
	Links with Literacy: What can you see in London? Discuss transport/landmarks	Links with Literacy: What has Naughty Bus done now? How would you feel if he drove through your tea? What is going to happen next?	Links with Literacy: Ask the children to talk about how feel when someone has made a mess in their classroom. What do they want to say to the naughty bus now?	Links with Literacy: Discuss how Naughty Bus has changed. Why? How is he feeling on each page?	Ask the pupils what their bedtime routine is e.g., wash face, clean teeth, put pyjamas on, read a book.	Shrove Tuesday 13 <sup>th</sup> Feb  What is Pancake Day? What are pancakes? Have you eaten pancakes before? Do you like them? What's your favourite topping? Taste pancakes  Shrove Tuesday around the UK – link with Geography UW/Literacy

<b>PSED</b>	<b>3-4 Year Olds (DM)</b> Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.			<b>Children in Reception (DM)</b> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs - Personal hygiene		
	Link to Literacy Ask, does anyone use a bus locally? Has anyone been to London (or anywhere else) before?  Bus role play with chairs set out, tickets, payment etc	Rules: why it is important to follow the rules?  Link to school Recipe and Class Communities	Discuss why the bus is naughty and the importance of apologising/ forgiveness after an apology	Match pictures of the naughty bus at different points in the story to laminated faces which display different emotions. Ask children to talk about how they are feeling.	Talk about feeling lonely and scared- how can we help others who feel like this?	Ask the pupils what their bedtime routine is e.g., wash face, clean teeth, put pyjamas on, read a book. Discuss the importance of a good bedtime routine for good sleep and being healthy
<b>PD</b>	<b>3-4 Year Olds (DM)</b> Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.			<b>Children in Reception (DM)</b> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing		
	Baked beans in builder's tray to make pathways through and to pick up using pincers Draw the route the bus takes on a map with a pencil Bedtime routines and personal hygiene (including oral health) Wash toy cars and buses using a toothbrush, water and fairy liquid In PE pupils could travel in different ways around a route (London) Create a route outside for the bikes and trikes to travel and make stops along the way You could even include a drive through car/bus wash!					
		SPORTS COACH: Gymnastics - Jumping				
<b>L</b>	<b>3-4 Year Olds (DM)</b> Understand the five key concepts about print: - Print has meaning			<b>Children in Reception (DM)</b> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences		

- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different parts of a book
- Page sequencing

Read some letter groups that each represent one sound and say sounds for them  
 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme

**Recount:**

**NAUGHTY BUS**

BY

JAN AND JERRY OKE

<https://www.youtube.com/watch?v=sqQ1BAEj1oE>

**3- and 4-year-olds outcome:**

To draw/make a bus and be able to talk about where the Naughty Bus went

**Children in reception outcome:**

To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus

Link to CL/PSED

Describe and unwrap a class present (Bus) and discuss going on a bus

Introduce book title, look at the expressions of the bus, how does he feel? mad, sad, bad, fear

Images with chn to add initial sounds

Images with phoneme frames Sad, mad, bad, fear

Discuss London Guided writing: Add labels to landmarks

Big Ben

Or write the sentence

This is Big Ben

Images with chn to add initial sounds

Images with phoneme frames

Cow, pig, sheep, man, duck, hen, fish, dog

Guided writing: Build sentences:

A man is at the bus stop.  
 A pig is at the bus stop.  
 A monster is at the bus stop.  
 We are at the bus stop.

Add a picture of yourself and one of the pupils to the queue and model the new sentences. E.g.

I am at the bus stop.  
 Jack is at the bus stop

Freeze Frame  
 I am mad. I am upset. I am cross. Encourage segmenting and blending when reading back. This could be extended with

Images with chn to add initial sounds

Images with phoneme frames

Name food that The Naughty Bus drives through:

ham, nut, bun, hotdog  
 fish, pork, chop, chip, corn, leek, beef, jam  
 toast, crisps, sweets, shrimp, plum, mushroom

Make rhyming real and nonsense words (ding, sing,) bus, dog, stop, chip, ding, cup, shoo

Read words stuck in the wheels

The bus has been naughty  
 Write a letter to Jack's Mum

Describe where Naughty Bus has been.

I can see...

Images with chn to add initial sounds

Images with phoneme frames

Match pictures with emotions

Sequence images from the story

Retell where he went

Guided writing: Write captions:  
 He went past the man.  
 The bus went in the chips.  
 He went in the pond. He went to bed.

**Assessment:**

**3-and 4-year-olds:**

Ask children to draw/make a bus and retell where the naughty bus went in the story. Ask them to label their work with their name.

**Children in reception:**

Ask pupils to draw their own journey for Naughty Bus based on everything they have looked at and talked about throughout the unit. In pairs, encourage oral re-telling.

**Extend:**

write sentences/ captions for each part of the journey following the class models. For pupils who are not yet able to write a complete sentence, encourage simple labels

Write a shopping list of ingredients to make pancakes – link with CL/UW

		'We are mad. We are upset.'	Dear Jack's mum, We are mad now. The bus made a mess. He went in the mud. He is bad. From ...			
	Phase 2 Monster Phonics with Phase 1 alongside					
	<b>3-4 Year Olds (DM)</b> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.			<b>Children in Reception (DM)</b> Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.		
	<b>NCETM: Week 11</b> Visualise and recreate arrangements of 3, 4 and 5 dots  <b>SSM</b> Revisit 2D and introduce 3D shapes.  Investigate how shapes can be combined to make new shapes: for example, two triangles can be put	<b>NCETM: Week 12</b> Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.  <b>SSM</b> Build with 3D shapes: Build London/town and explore 3D shapes  <b>WHITE ROSE:</b> Block 7: Alive in Five	<b>NCETM: Week 13</b> Understand that 5 can be partitioned (split) into different parts  <b>SSM</b> Create repeated patterns using 3D shapes.  <b>WHITE ROSE:</b> Block 7: Alive in Five	<b>NCETM Week 14</b> See that 5 and '2 more' make 7. Count out 6 blocks from a collection Replace 1 block and know that there are still 6 Add another block to make 7  <b>SSM</b> Use positional language: where is the bus now?	<b>NCETM Week 15</b> Know that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than another. Use the words 'an equal number' to say when there is the same number of items in 2 sets  <b>SSM</b>	<b>NCETM Week 16</b> Reason about which numbers are 'more than' others. Consolidate their understanding of 8 as '5 and 3 more' Notice when numbers are increased or decreased and explain their thinking.  <b>SSM</b> Pay for bus fare using

	<p>together to make a square.</p> <p>Make a London Bus</p> <p><b>WHITE ROSE:</b> Block 6: Shapes with 4 sides</p>			<p><b>WHITE ROSE:</b> Block 8: Mass and capacity</p>	<p>How many people on the bus? How many if 1 gets off? (+/-)</p> <p><b>WHITE ROSE:</b> Block 9: Growing 6,7,8</p>	<p>coins and match with numicon</p> <p><b>WHITE ROSE:</b> Block 9: Growing 6,7,8</p>
<p><b>UW</b></p>	<p><b>3-4 Year Olds (DM)</b> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.</p>			<p><b>Children in Reception (DM)</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>		
	<p><b>Computing</b> KAPOW: PROGRAMING BEEBOTS Understanding Arrows</p> <p><b>Geography:</b> Compare London to Dogsthorpe</p> <p>Familiarise children with the name of the road the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Compare by</p>	<p><b>Computing</b> KAPOW: PROGRAMING BEEBOTS Introducing the BeeBot</p> <p><b>RE:</b> How did the world begin? Look at the creation story from the bible.</p>	<p><b>Computing</b> KAPOW: PROGRAMING BEEBOTS Simple BeeBot Programming</p>	<p><b>Computing</b> KAPOW: PROGRAMING BEEBOTS Understanding an algorithm</p> <p><b>Science:</b> Take Naughty Bus outside into school grounds. What plants and mini beasts does he see on his adventure?</p> <p>Find out what a caterpillar needs to survive and how it changes.</p> <p><b>Learning Bus:</b> Explore caterpillars/butterflies using Augmented reality cards/VR Headsets</p>	<p><b>Computing</b> KAPOW: PROGRAMING BEEBOTS Programming a BeeBot</p> <p><b>Science:</b> Make a pond in the tray and explore floating and sinking</p>	<p><b>Geography:</b> Shrove Tuesday around the UK – link with CL/Literacy</p> <p><b>Science:</b> Look at images of day and night. Discuss the similarities and differences. Discuss bedtime routines – link to PSED</p>

	using google maps to look at London.					
<p style="text-align: center;"><b>EAD</b></p>	<p><b>3-4 Year Olds (DM)</b>                  Take part in simple pretend play, using an object to represent something else even though they are not similar.                  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.                  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.                  Explore different materials freely, to develop their ideas about how to use them and what to make.                  Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.                  Remember and sing entire songs.</p>				<p><b>Children in Reception (DM)</b>                  Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.                  Create collaboratively, sharing ideas, resources and skills.                  Listen attentively, move to and talk about music, expressing their feelings and responses.                  Sing in a group or on their own, increasingly matching the pitch and following the melody.                  Develop storylines in their pretend play.</p>	
	<p><b>Music:</b>                  Kapow: MUSIC &amp; MOVEMENT                  Action Songs</p>	<p><b>Music:</b>                  Kapow: MUSIC &amp; MOVEMENT                  Finding the Beat                  Explore beat through body movement                  To express feelings and emotions through movement to music</p>	<p><b>Art:</b>                  Make clay fish/patterned scales</p>	<p><b>Music:</b>                  Kapow: MUSIC &amp; MOVEMENT Exploring Tempo                  Explore beat through body movement                  To express feelings and emotions through movement to music</p> <p><b>Art:</b>                  Use Aquascopes to look into the water. What can you see?                   Draw/paint what can be found in the water                   Mix colours</p>	<p><b>Music:</b> Kapow: MUSIC &amp; MOVEMENT                  Exploring Tempo and pitch through Dance                  Explore pitch and tempo through scarf dancing and body movement                  To express feelings and emotions through movement to music</p>	<p><b>Music:</b>                  Kapow: MUSIC &amp; MOVEMENT                  Music and Movement Performance                  Perform action songs to a small audience.</p>
<p style="text-align: center;"><b>Provision</b></p> <p style="text-align: center;"><b>Play and Learn</b></p>	<p><b>The Characteristics of Effective Teaching and Learning:</b>  <b>Playing and exploring</b> - children investigate and experience things, and 'have a go'  <b>Active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements  <b>Creating and thinking critically</b> -children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
	Leave images of London in construction, art and outside area, along with images from the book so far.	Chn to draw own journey maps and have the bus complete the journey  Leave the 3D shapes out along with the image of	Links with Literacy: Leave the game (drive the bus through food images/play food & magnetic letters)in the environment for the	Direct a London bus Beebot around the sights of London.  Create maps of Naughty Bus' journey	Make a peep pond  Leave sentence strips and the words 'this' and 'is' for the pupils to sentence build with.	Take photos using Pic collage with a caption box and leave in environment for the pupils to label or write a caption.

**Year Group:** RECEPTION

**Term:** Spring 1 2024

**Topic:** Let's Explore!

	<p>The pupils could create London using large block play and resources from the indoor and outdoor environment.</p> <p>Add non-fiction books about London and transport vehicles in environment.</p>	<p>the trip to London for the pupils to recreate.</p> <p>Leave out characters and a bus stop for the pupils to create role play with.</p>	<p>pupils to play independently.</p> <p>Place play food in the home corner and outside in the mud kitchen.</p> <p>Pupils could record voice messages on an iPad to send to Jack's mum about how they feel about the mess the bus made, sharing their ideas.</p> <p>Have envelopes out for chn to write letters</p>			